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ABSTRACT

This curriculum unit contains guidelines for Martin Luther King Jr. Day, January 15th. Items included in the guide are: a list of suggested activities, a short biography of Dr. King, excerpts from some of his speeches including the famous, "I Have A Dream" speech, a play, study questions, "A King's Journey", a game, and a story about King which shows some of the turning points in his life. Several short bibliographies are included. (OPH)

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Ethnic Studies

Task Force on

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ED 074003

44 years a king

SP005537

Minneapolis Public Schools
DEPARTMENT OF INTERGROUP EDUCATION

SPECIAL SCHOOL DISTRICT NO. 1

MINNEAPOLIS PUBLIC SCHOOLS

AN EQUAL OPPORTUNITY EMPLOYER

807 N.E. BROADWAY, MINNEAPOLIS, MINNESOTA 55413

INTERGROUP EDUCATION
TELEPHONE 612/348-6130

M E M O R A N D U M

TO: Elementary and Secondary Principals and Human Relations Chairmen

FROM: Robert L. Williams
Assistant Superintendent for Intergroup Education

SUBJECT: Guidelines for Martin Luther King Day, January 15, 1973

DATE: December 19, 1972

January 15, 1973, will mark the 44th birthday of Dr. Martin Luther King, a man whose life's work should serve as a model for all people concerned with the human condition.

We urge all schools to participate in programs which will not only eulogize Dr. King, but will focus on his goals, methods, and accomplishments in the struggle not only for the Black Americans but his quest for a greater humanity for all people. Once again, the Task Force has developed materials which should assist your school, faculty and student body in presenting a thoughtful program in observance of this day. Programs will be presented on KTCA-TV and KBEM-FM at this time to promote student involvement.

Please feel free to call upon the Task Force on Ethnic Studies, 336-4270, for assistance in locating materials and concrete planning.

RLW:CKS:vmd RLW

Enclosures

MARTIN LUTHER KING DAY OBSERVANCE

Guidelines

Each school should plan an appropriate program to observe the birthday of Martin Luther King, Jr., a great American.

The planning for the observance should take place within the school among the administration, faculty, human relations committee, and student human relations group or student council representatives.

Martin Luther King symbolizes more than the struggle of the Black man, he represents the struggle of humanity to achieve a greater humanity. Therefore, the theme of the observation should focus on the Soul of King, those goals for which King lived and died. To make the program of greater relevance to students, it is not necessary to only eulogize Martin Luther King. Of equal value would be a discussion of his goals, methods, accomplishments and the way in which others, of all ethnic backgrounds, have taken up the torch which was violently wrenched from King's hand.

RADIO AND TELEVISION SCHEDULE FOR MARTIN LUTHER KING DAY

KBEM-FM, 88.5

MONDAY, JANUARY 15, 1973, 10:55 A.M.

PEOPLE WORTH HEARING ABOUT: MARTIN LUTHER KING, JR.
A PROGRAM DESIGNED FOR SECONDARY SCHOOL STUDENTS. SEE THE TEACHERS GUIDE FOR DETAILS.

KTCA-TV 2

MONDAY, JANUARY 15, 1973

9:15 A.M.	HAPPY BIRTHDAY	K-2
10:30 A.M.	FREEDOM FOR ALL	3-4
1:45 P.M.	A TRIBUTE TO	5-6

Suggested Activities

A. Staff and students plan and present an assembly program for the entire student body to illustrate the philosophy of King.

B. School observance of the life of King through displays of material on King's life or others who exemplify the Soul of King.

C. Each classroom plan a short observation which should lead to a group discussion of King's philosophy.

D. Display of materials to show links between men of goodwill regardless of time in history, racial or religious background.

E. Invite community persons to speak to students on their feelings concerning King and his philosophy.

F. Read and discuss the brief biography of Martin Luther King.

G. Students may learn songs of the Civil Rights Movement - We Shall Overcome, Freedom, etc. Some of the Pete Seger records or Scholastic-Folkways have a great many songs to choose from.

H. Study the lives of other Black leaders to see how they tie-in with King's philosophy: (Ralph Abernathy, Jesse Jackson, Coretta Scott King, etc.)

I. Construct a student participation program to show the diversity of feeling within the Black community. (Malcolm X, Muhammed Ali, Eldridge Cleaver, Stokely Carmichael, Martin Luther King, or Ralph Abernathy.)

J. Construct school displays which will portray the life and work of Dr. Martin Luther King, Jr. School bulletin boards should be used to focus attention on this day.

K. Reproduce the outline picture of King for student use in class activities.

L. Class to produce the play on Martin Luther King included in the packet.

M. Classroom activity centered around the micro-unit on the "Peaceful Warrior" and its materials.

N. Have class play the game A Kings Journey.

CKS:mg
12-7-72

It is impossible to discuss the American civil right struggle of the last decade without devoting significant consideration to Martin Luther King, Jr. — the prime mover of the Montgomery bus boycott (1956); keynote speaker at the March on Washington (1963); the youngest Nobel Peace Prize laureate (1964) — but it was as the head of the Southern Christian Leadership Conference that he made the daily decisions at the foundation of his entire civil right program.

King was born as Michael Luther King, Jr. in Atlanta on January 15, 1929 — one of three children of Martin Sr. and Alberta (William) King. (He did not receive the name of Martin until he was about six years old.) His father was the pastor of Ebenezer Baptist Church and his mother was a former school teacher.

After receiving his elementary and high school education in Atlanta, King enrolled in a local college (Moorehouse) in 1944. Even though he was not at first inclined to enter the ministry he was convinced by Dr. Benjamin Mays that a religious calling could have intellectual satisfactions as well. King received his B.A. degree in 1948 at the age of 19 and entered graduate study. By 1953 he had completed the required course work for his doctorate which was awarded in 1955.

King returned to the South with his wife and accepted the pastorate of the Dexter Avenue Baptist Church in Montgomery, Alabama. It was here that he made his first indelible mark in the civil right movement by organizing the 382 day bus boycott. By 1957 King was a leader of national stature. In this same year he summoned a number of other Black leaders which laid the groundwork for the Southern Christian Leadership Conference. The S.C.L.C. practiced the art of nonviolence in its struggle for equal rights. These tactics were put to their most severe test in Birmingham, Alabama, during a mass protest for fair employment practices, the establishment of a bi-racial committee, and the desegregation of department store facilities. Dr. King had always been influenced by the Gandhian philosophy of nonviolence, and he undoubtedly had been strengthened in this view by his journey to India three years before the issuance of his "Letter from a Birmingham Jail."

His greatest triumph came only a few months after being jailed for his activities when he traveled to Oslo, Norway, to receive the Nobel Peace Prize. After accepting this honor he returned to the United States and plunged into the voter registration drive in Selma, Alabama, which culminated in the famous Selma Freedom March. King's work for civil rights did not end with the Selma march but by this time other more militant voices were heard in America. Even groups originally committed to nonviolence were becoming disenchanted with the pace of social change. Dr. King began to plan a bi-racial march on the nation's Capitol, a pilgrimage of the poor.

It was this goal that brought Martin Luther King, Jr., to Memphis in April of 1968. It was while listening to one of his favorite songs, "Precious Lord," that he was cut down by an assassin's bullet on April 4, 1968. At the end of his life, Martin Luther King, Jr. could be at peace with what he had done and been, a truly great American. He could say, "I've been to the mountain top."

SOME HIGHLIGHTS IN THE LIFE OF MARTIN LUTHER KING, JR.

Born:

Atlanta, Georgia, January 15, 1929. Son of Reverend and Mrs. Martin Luther King, Sr.; brother, Alfred Daniel; sister, Christine.

Early Life:

He enjoyed sports. He wanted to be a fireman. As a child he didn't like to fight. At the age of eight he sold newspapers.

Early Adulthood:

As a high school senior speech contestant, he had the experience of being ordered to give his bus seat to a white passenger. (1956) At 15 he was ready to attend Moorehouse College in Atlanta. He received his Ph.D. in 1955.

Adulthood:

He married Coretta Scott in 1953. Children were Yolanda, Martin Luther III, Dexter and Bernice.

Education:

Atlanta, Georgia, public schools: A.B., Moorehouse College, 1948; B.D., Crozer Theological Seminary, 1951; studied at University of Pennsylvania, 1950-51; studied at Harvard University, 1952-53; Ph.D., Boston University. Over twenty honorary degrees.

Positions:

President and founder (January 10, 1957) of Southern Christian Leadership Conference. Co-pastor (with father) of Ebenezer Baptist Church, Atlanta, Georgia.

Honors:

Nobel Peace Prize, 1964
Time Man of the Year, 1963
N.A.A.C.P. Spingarn Medal, 1957
Listed in Who's Who in America

K is for King
a preacher's son
who looked at men
and saw them one.*

*Clifton, Lucille. The Black BC's, Dutton, 1970.

Elementary

Martin Luther King, Jr.

Have you ever heard of a king? This story is about a man who was not a king - but he was named King. This man's name was Martin Luther King, Jr. Martin Luther King, Jr. was a happy little boy. He grew up in Atlanta, Georgia.

When he was six years old his father decided to buy him a pair of new shoes for his birthday. When it was time to go, they got into the car, and down the street they went. Past all his friend's houses, past his school, and past the church where his father was the minister.

Finally they were downtown.

Holding tightly to his father's hand he walked down the street and into the shoe store. Little Martin stared at all of the different kinds of shoes. He saw big shoes, little shoes, and in-between sized shoes - and, there were so many different colors to choose from! Which kind should he choose? Then he saw the ones he wanted. He showed them to his father. Reverend King liked them too. He thought that Martin had chosen wisely.

They sat down and waited for the shoe salesman to come. Soon he appeared. But, he did not wait on them. Instead he said, "I'll be happy to wait on you if you'll just move to those seats in the back of the store."

Reverend King became very angry. "We'll either buy shoes sitting here in these seats," he said, "or we won't buy shoes at all." And, with that he took Martin's hand and led him out of the shoe store!

Little Martin didn't understand all that had happened. Why had

the shoe salesman asked them to move to the other seats in the back of the store? Martin's father explained as best he could. He told Ma-tin that they lived in a country where all people did not receive the same treatment. "These people who do not receive good or fair treatment are dark-skinned people like you and me," said Martin's father.

Now Martin could understand why his father had become so angry. And he could also understand why he didn't get a new pair of shoes that day.

As he grew older, Martin Luther King, Jr. could see many other ways in which dark-skinned Americans were not treated the same as White Americans. One day, thought Martin, I hope that I will be able to do something to change the way that dark-skinned people are treated.

All through Martin's life, as he went through elementary school, high school, and college, he kept this idea in his mind. . . The idea that Black and White people would live and work and play together someday. This became Martin Luther King's dream.

After Martin left school, he became a minister like his father and decided that the only way to bring about this change in America was through kindness and love. The first change that he helped to bring about was fair-seating on the city buses. Before he did this, Black citizens had to sit in the back of the buses - just as Martin's father had been asked to sit in the back of the shoe store. No longer did dark-skinned people have to sit in the back seats of buses, or sit in the worst seats in movie theaters; and, they could eat in any restaurant that they wanted to eat in.

Martin Luther King, Jr. led the marches of protest to win freedom and fair treatment for his people. No one could be kept out of public bathrooms, swimming pools, parks, libraries, or eateries because of his dark skin color anymore.

Martin Luther King, Jr. began to feel very happy when he saw all these changes that were taking place. His dream was coming true at last!

Rev. King became known all over the world. The people loved him and looked up to him.

He was awarded a prize for bringing about peace and togetherness among people. This prize is called the Nobel Peace Prize. He was the youngest man to receive this prize. It was given to him in 1964, in Norway.

Martin Luther King, Jr. was killed two years ago because some people did not agree with the things that he was trying to do. He was shot in Memphis, Tennessee. It was a very sad day. Our country had lost one of its greatest leaders.

Martin Luther King, Jr. will always be remembered for all the things that he did, and for the deep love that he had for all mankind. He was truly a great man - a King.

SJing
Task Force
12-4-70

EXCERPTS FROM SPEECHES BY MARTIN LUTHER KING, JR.

We've broken loose from the Egypt of slavery and we have moved through the wilderness of legal segregation. Now we stand on the border of the promised land of integration.

When evil men plot, good men must plan. When evil men burn and bomb, good men must build and bind. When evil men shout ugly words of hatred, good men must commit themselves to the glories of love. When evil men would seek to perpetuate an unjust status quo, good men must seek to bring into being a real order of justice.

It is a cruel jest to say to a bootless man that he should lift himself by his own bootstraps. It is even worse to tell a man to lift himself by his own bootstraps when somebody is standing on the boot.

We are tied together. The Negro needs the white man to free him of his fear; the white man needs the Negro to free him of his guilt.

A doctrine of black supremacy is as evil as a doctrine of white supremacy.

Only 7.8 per cent of the Negro students of the South are attending integrated schools this year, a hundred years after our emancipation from slavery. At this pace it will take 92 more years to integrate the public schools of the South.

Before the victory's won maybe some more will have to get scarred up, lose jobs, face the problem of being called bad names. Before the victory's won, maybe some more will have to face the tragedy of physical death.

Three simple words can describe the nature of the social revolution that is taking place and what Negroes really want. They are the words "all," "now," and "here."

It is interesting to note that the extreme pessimist and the extreme optimist agree on at least one point. They both feel that we must sit down and do nothing in the area of race relations. The extreme optimist says do nothing because integration is inevitable. The extreme pessimist says do nothing because integration is impossible.

Freedom is not some lavish dish that the federal government or the white man will pass out on a silver platter while the Negro merely furnishes the appetite. If integration is to be a reality, the Negro must suffer for it.

We have come to the point where we are able to say to those who will even use violence to block us, we will match your capacity to inflict suffering with our capacity to endure suffering.

Green power—that's the kind of power we need.

Freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed.

"I HAVE A DREAM"

Given on the steps of the Lincoln Memorial to the
Washington Freedom-Marchers
Excerpt

I say to you today, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up, live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low. The rough places will be made plain, and the crooked places will be made straight. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning, "let freedom ring." So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. But not only that. Let freedom ring from Stone Mountain of Georgia. Let freedom ring from every hill and molehill of Mississippi, from every mountainside.

When we allow freedom to ring—when we let it ring from every city and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last, Free at last, Great God a-mighty, We are free at last."

A PLAY FOR MARTIN LUTHER KING DAY

Sheila Johnson

Minneapolis Public Schools
Task Force on Ethnic Studies
Fall, 1971
C. Skjervold, Project Administrator

Characters

Narrator
1st Shoe Salesman
2nd Shoe Salesman
1st Customer
2nd Customer
Cashier
Martin Luther King, Jr. (as a boy)
Father
Mrs. Rosa Parks
Black Man (passenger)
Black Woman (passenger)
Two Police Officers
Bus Driver
2 Women at Bus Stop
Bus Passengers
Man Passenger at Curb
Speaker in Auditorium
Martin Luther King, Jr. (as a man)
Large Audience

Materials

Act I: Scene I

Shoes
Chairs
Counter
Mirror

Act II: Scene I

Chairs
Signs Denoting:
- City Bus
- White Section
- Colored Section

Act III: Scene I

Chairs
Podium - Microphone
Record Player
Records:
- Black National Anthem
- Star Spangled Banner
- We Shall Overcome

Narrator:

We are here today to honor a great man. He was a man who stood for justice, he was a man who wanted only to do what was right. He was a man of peace, and love; a man who believed that all men have a right to enjoy freedom. So on this day his birthday, we would like to honor Dr. Martin Luther King, Jr.

Act I: Scene I

At the rising of the curtain, the set will represent the inside of a small shoe store. Two rows of chairs occupy the front portion of the store. Three other chairs appear at the rear of the store. Two White customers are being waited upon by two shoe salesmen. One customer is seated and being fitted, the other customer is still looking around at shoes.

First Shoe Salesman: How do they feel ma'm?

Lady Customer: They feel quite comfortable....

First Shoe Salesman: Would you like to take a look in the mirror over there? (He gestures towards a mirror and the customer strolls over to it.)

Lady Customer: (Decisively.) Yes, they look fine.... I'll take them.

First Shoe Salesman: If you'll please step over to the counter, I'll be right with you.

As the customer goes over to wait by the cashier clerk, the shoe salesman hurriedly boxes the shoes and takes them over to the counter. As he begins walking back across the room, two new customers enter. A man and a boy. They are Black. They immediately sit down in the front row of seats. The first shoe salesman crosses over to them. The second shoe salesman and his customer have now moved to the chairs and are also sitting in the front row.

Father: This is my son, Martin, and he would like a pair of shoes.

Martin: I'd like to try on that brown pair that I saw in the window.

Shoe Salesman: (To the Father.) I'll be happy to help you and your son with a pair of shoes if you'll just move to those seats in the back of the store. (Gestures to the rear of the store.)

Father: (Appearing very angry.) Move to the seats in the back of the store?!! Why in the world should I move to the seats in the Back of the store...!

The other shoe salesman and his customer have stopped what they are doing to stare.

Shoe Salesman: I'm sure you know the law here - these seats here are for our White customers only.

Father: If I can't buy a pair of shoes for my son in these seats right here, I won't buy any at all! (Taking his son's hand, he stomps out of the shoe store.

Curtain is lowered.

Narrator:

Many of Martin Luther King, Jr.'s memories of his childhood in Atlanta, Georgia were made up of such experiences as the one he had in the shoe store. And, time did nothing to change things. They were still the same after Martin Luther King grew up.

Act II: Scene I

The curtain opens up on a stage set to portray the interior of a city bus. Passengers are seated - Whites in the front, Blacks in the back. The bus driver pulls to a stop and opens the door. Three women passengers file in, two Whites and one Black.

First Passenger: (To driver as she pays.) Transfer please.

Second Passenger: Does this bus go as far as Oak Street?

Driver: Yes, it does.

As the bus driver closes the (imaginary) doors and pulls away from the curb, the three women make their way to their seats. The Black woman continues to the rear of the bus and seats herself in the "Colored" section.

A man enters onto the stage and prepares to wait on the corner to catch the bus. The bus pulls over to pick him up.

New Passenger: Good afternoon.

Bus Driver: Good afternoon, Sir. Nice day isn't it....

He proceeds down the aisle. The bus driver turns in his seat to face the passengers.

Bus Driver: (Waving his hand at the Black passengers.) You folks will have to stand in the back of the bus so's more White passengers can sit. —He begins driving again.

Two Blacks hurriedly rise from their seats and go to stand in the back of the bus. Another Black woman (Mrs. Parks) merely turns her head in the other direction.

New Passenger: Didn't you hear the bus driver - I want to sit in this here seat, so move on to the back where you belong. (Pauses to see if she will move) - Wal, we'll see about this - you colored people are always causing trouble. (As he goes to obtain help from the bus driver, a murmuring arises from a few of the passengers, Black and White.)

Black Man: Why is it some White folks gotta hate so much....

White Woman: Well, she oughta mind when a White person tells her what to do.

Black Woman: Why is it that White folks think that grown Black folks should have to mind them - just answer me that! She then crosses her arms and glares at the White woman who had spoken.

In the meantime the bus driver has stopped the bus and gone to summon two police officers. They return together and the four of them (new passenger included) go up to Mrs. Parks.

Bus Driver: (Pointing.) That's the woman right there officer.

First Officer: I understand that you were told to stand in the back because White passengers need that seat, and that you refused to move.

Mrs. Parks remains silent.

Second Officer: What's your name lady?

Mrs. Parks: Mrs. Parks, Mrs. Rosa Parks.

First Officer: Wal, guess we'll just have to arrest you then Mrs. Parks - you do know it's against the law for you to sit here when White passengers want to sit down - don't you?

As Mrs. Parks does not say anything more, the officers reach for her arms announcing:

Second Officer: Let's take her in.

The curtain is lowered.

Narrator:

It was against injustices such as this that Martin Luther King, Jr. struggled.

Shortly after the arrest of Mrs. Parks he led a successful bus boycott and Blacks no longer had to sit in the back of busses. But there were still other instances in which Black Americans were not treated fairly. Because a man has dark brown skin, is that a reason to not give him a job, to not allow him to visit public parks, try on clothes in a store or sit down at a lunch counter? Martin Luther King, Jr. certainly didn't think so! His dream for a better world only grew stronger and soon he was receiving recognition from around the world for his efforts to bring justice and freedom for his people in a peaceful and non-violent way.

In 1964 he traveled to Norway where he was awarded the Nobel Peace Prize. He was the second Black American to so honor America.

Act III: Scene I

As the curtain rises, a large audience is shown seated in an auditorium. Two speakers appear at the front of the room on stage. The audience rises to sing as the beginning strains of music from the Star Spangled Banner are heard.

Speaker: (Standing at Podium.) Ladies and Gentlemen, our Black National Anthem. The audience will join in the singing and remain standing until its end.

Speaker at Podium: Please be seated ladies and gentlemen. We are very happy to have here with us the very man who has inspired so many of us to continue on when many times we felt too tired and too discouraged to go another step. He was with us wherever we marched for our rights. He was with us in Montgomery, he was with us in Birmingham, and he went willingly to jail with us there so that we might have freedom. Ladies and gentlemen, I'm speaking of Dr. Martin Luther King, Jr. (Turning and extending his hand.) Will you please come forward Dr. King. He takes a chair on stage and the crowd begins to applaud wildly as Dr. King approaches the podium. He raises his hand for the applause to stop.

Dr. King: More than 100 years ago President Lincoln signed the Emancipation Proclamation. This was the freeing of millions of Black people from slavery and it created the great hope that they, the Black Americans, would finally be able to share in the American dream of freedom. But, today as we are gathered here we must face the sad truth that the Black man in America still is not free. Today, more than 100 years after the end of slavery, the Black man is still crippled and bound by injustice. Today, more than 100 years after slavery, Black children are still waiting for that promise of equal schooling to be fulfilled, and even now they are asking the question of "How long?" They are asking "How long, America?" How long will it take for me to be treated as a person — how long? Well, I am here to say to you today that no matter how difficult the way, or frustrating the times, it will not be long. It will not be long because truth and justice pushed down will always rise again. How long? Not long, because Black people believe that the conscience of America will not

allow it to turn its back or close its ears to our cries. How long? Not long, because the arm of righteousness is long, and it bends always toward justice and truth.

And so today, I must say to my people that we must make a pledge to keep marching ahead. We must vow to keep marching because we cannot turn back now. Again and again we must rise up to meet whatever hardships come our way. We must be prepared to suffer as marching soldiers of peace until that great day when men are no longer judged on the color of their skin — until that great day when this nation lives and believes in its creed: "We hold these truths to be self-evident, that all men are created equal." This will be that great day when our dream of freedom is reached. This is my dream.

Immediately the beginning strains of We Shall Overcome are heard and the other speaker joins King at the podium. The entire audience rises and joins in the singing of We Shall Overcome.

The curtain is lowered.

Bibliography

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I Have A Dream, Time-Life Books

SJ:mg
Task Force
12-13-71

THE PEACEFUL WARRIOR AND RACISM

Objective - Understandings	Attitudes	Activities
A. Martin Luther King, Jr., as a leader of the Black Revolution was a courageous exemplar of non-violence in the United States; eloquent spokesman for the cause of justice, freedom, peace, and humanistic ideals for all men.	A. An appreciation of Martin Luther King, Jr., a truly dedicated and significant figure in American History as evidenced by a desire to familiarize oneself with the non-violent philosophy as the approach to solve the political, social, and economic questions confronting America.	1. Use the filmstrip and record, from Education Filmstrip Series, "The Reverend Martin Luther King, Jr." 2. Hand out biographical sketch of Martin Luther King, Jr., which reflects his position on solving the problem of segregation: Appendix A. 3. Discuss the more challenging confrontation King had with the hard-core segregationist. Should include, The Montgomery Bus Boycott, The Birmingham Campaign, and the Selma to Montgomery March. Hand out resume of each campaign. Students will be required to express their attitudes relative to racism reflected in selections. (Appendix A-1.) 4. Hand out excerpts from "A Letter from a Birmingham Jail;" letter reflects King's position of what the non-violent movement seeks to provide in order to bring justice to America. (Appendix A-2). 5. Discuss contributions of King to the Black man's struggle for freedom, and the impact of his life upon the Black Revolution. 6. Discuss King's role in the Memphis Sanitation Strike. Hand out excerpts of King's last speech, "Mine Eyes have seen the Coming of the Lord". (Appendix - 3)

Montgomery Bus Boycott[1]

The Montgomery Bus Boycott was the awakening of the Black Community to do something about Racism in the bus seating arrangement. Seats were assigned to whites and blacks. People who did not obey these segregation laws were arrested. This happened to Rosa Parks in Montgomery, and blacks walked in dignity rather than ride in humiliation any longer. Drivers of the buses were usually cruel in their language, and treatment of black riders.

After 381 days of walking, the U.S. Supreme Court declared the Alabama laws requiring bus segregation on buses unconstitutional.

Study Questions:

On a separate sheet of paper, write your answers to the following questions. This is not a test, there are no right or wrong answers; so feel free to express your opinions openly.

1. What does racism mean?

2. From your definition, do you feel racism was present in the Montgomery bus system? (Yes or No) Why did you answer the way you did?

3. Why do you think the seats for whites were up front, and in back for blacks?

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1. See pictures in I Have A Dream, pp. 5-13.

Birmingham Crisis[1]

In 1963, King's non-violent way to freedom was to be put to its most severe test in Birmingham, Alabama, during a mass protest for fair hiring practices, the establishment of a bi-racial committee, and the desegregation of department store facilities. What this means is, at one time in the South, Blacks could not buy from the restaurants located in the stores. The police and white citizens were very brutal, and hard in Birmingham, many marchers were beaten and jailed, but the worst even was the bombing of a Black church one Sunday morning which killed four little girls. King himself was arrested in Birmingham, but his voice was not silenced as he wrote the famous "Letter from a Brimingham Jail" to explain the non-violent approach to freedom.

Study Questions:

1. What is meant by desegregation?

2. What is a bi-racial committee? What do you think it would try to do?

3. Do you think racism was present in the Birmingham Crisis? Yes or No

4. Would you please explain why you answered the way you did?

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1. See pictures in I Have A Dream; pp. 37-47.

Selma to Montgomery March[1]

Black people have long been faced with the problem of trying to vote in the South. Alabama was the target used to bring the problem out in the open.

King and his followers planned to march from Selma to Montgomery, capital of Alabama, to dramatize the problem. The governor of Alabama used troops to halt the march but federal courts said the marchers had a right to march, and the nation saw how the South treated Blacks who wanted to vote. As a result of this march, the Congress of the United States passed a Voting Rights Bill to protect the rights of Blacks to vote in the South.

Study Questions:

1. Do you think the march helped the Black people gain freedom?

2. Please explain reasons for the answer you gave.

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1. See pictures in I Have A Dream; pp. 62-66.

Because of copyright restrictions a reading, "Letter from Birmingham Jail," has been omitted. It was excerpted from Why We Can't Wait, copyright 1963, 1964 by Martin Luther King, Jr. A Signet Book, published by The New American Library, New York and Toronto. pp. 76-96.

How to Play "A King's Journey"

Game Objective:

The goal of the game is to be the first team to complete Martin Luther King's Journey on their playing board; this is done by moving through all the steps and arriving at Step 15, which represents the end of the journey.

I. Selecting Teams and Team Positions:

A. Selecting Teams:

1. Divide the classroom into four teams.
2. Each team will be given a playing board designating their team number (1-4).
3. Each member of each of the four teams will be given two or more (depending on number of team players) of the numbered (1-15) circles (chips); which he will place in the corresponding numbered squares at the appropriate time.

B. Selecting Team Positions:

Using the salmon colored selector stack of cards and beginning with Team #1, each member of each team will draw a card from the stack which is placed face down. The person drawing the highest number card is that team's captain. The team positions of Captain, Caller and Record Keeper are selected in this manner. They will hold their positions for the entire game. The selector stack cards saying Caller and Record Keeper then will not be re-shuffled into the stack for the next team to draw from until a new game is ready to be played.

II. Game Rules and Duties of Captain, Caller and Record Keeper:

A. Captain:

1. The Captain of Team #1 will re-shuffle selector stack cards and give them to Team #2, etc.

2. The Captain's duties will be to choose members of his team to answer question, or he may choose to answer himself. It is also his duty to see that the numbers of the circles and squares correspond as the game progresses.

B. Caller:

1. Any person drawing the salmon colored selector stack card saying "Caller" will go to the front of the room. His duty is to read questions from the Question Cards.

2. The question cards must remain face down until the "Caller" is ready to read the question.

3. The Caller will read the question before the Record Keeper turns up the team number cards.

4. If the question is answered correctly the question card will be given to the Record Keeper. Incorrectly answered question cards are to be placed at the bottom of the "Callers" stack of question cards.

5. At the end of the game he will re-shuffle all of the question cards.

C. Record Keeper:

1. Any person drawing the salmon colored selector stack card saying "Record Keeper" will also go to the front of the room.

2. His duties will be to turn up the Team Number Cards (which are facing down) and announce the team number printed on it. These cards determine which team will answer the question just read by the Caller.

3. The Record Keeper will leave turned upwards all of the Team Number Cards which he has announced - keeping them in a separate stack.

4. The Record Keeper will collect from Caller every question card answered correctly (and the "free move" cards) and place in the correct space on his Record Keeper Sheet.

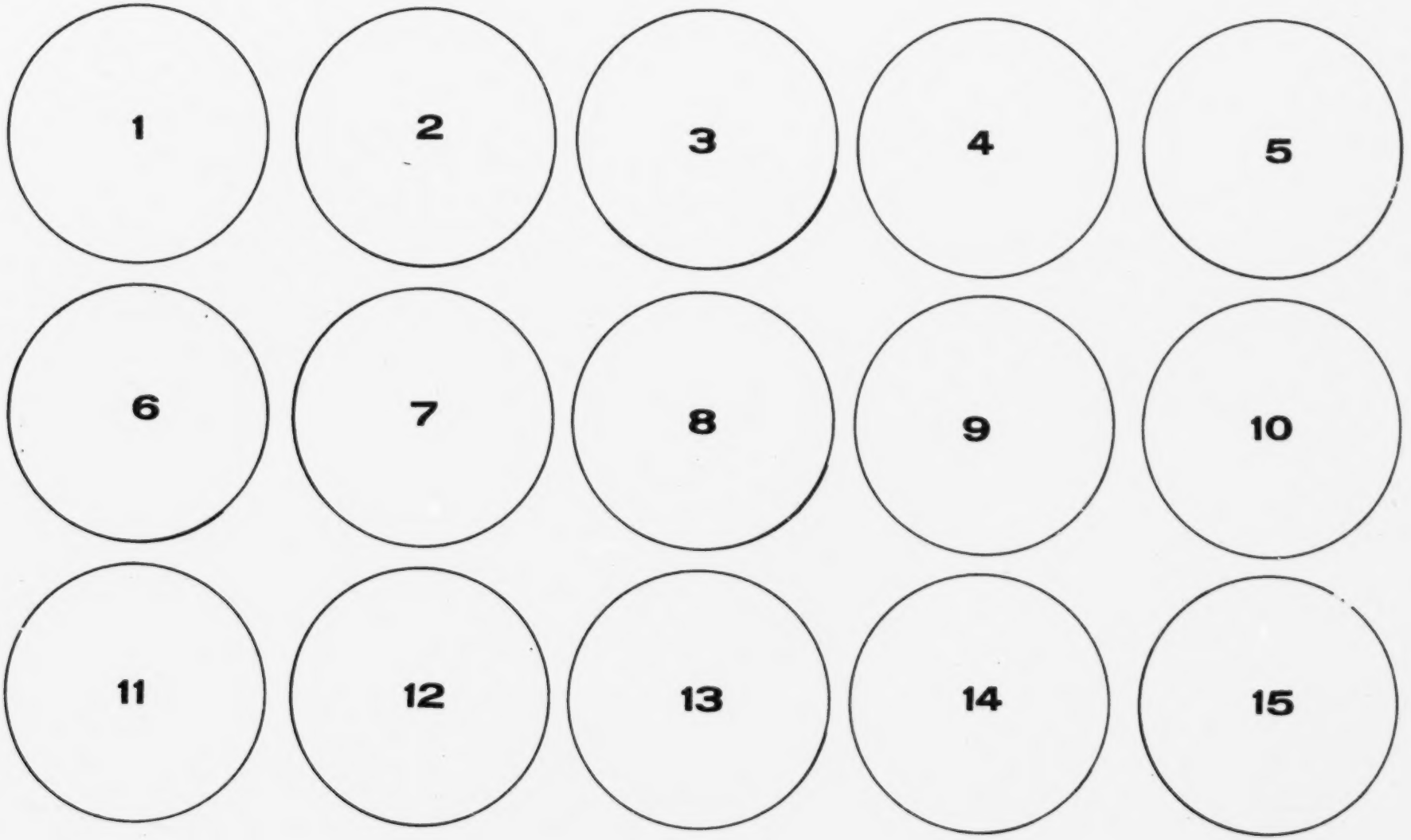
5. At the end of the game when a team has filled all fifteen spaces then the Record Keeper will count number of question cards, "free move" cards, and "move 2 spaces" cards for that team and declare them as winner. (Move 2 spaces cards will be counted as such.)

6. At the end of the game he will re-shuffle all the Team Number Cards. In the event that a "no move" or "free move" card is turned up, a team will either move a space or skip a turn. No question will be answered by them. The team whose number is next turned up will answer that same question from the already turned up question card.

The game begins with the "Caller" reading a question.

SJ:mg
12-13-72

7	8
5	6
3	4
RECORD KEEPER	CALLER
1	2


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

Team 1	**Team 2**
Team 3	**Team 4**

Martin Luther King was a brilliant student. He was able to 'Skip' grades:

a) 3 and 5
b) 9 and 11
c) 6 and 8

(b)

Martin Luther King, Jr. did not believe in Segregation. Segregation means:

a) A huge church gathering.
b) People being separated because of skin color.
c) A belief in the American constitution.

(b)

Martin Luther King, Jr. married Coretta Scott in June, 1953.

TRUE or FALSE

(T)

When was Martin Luther King born?

a) December 8, 1929
b) January 15, 1929
c) April 4, 1929

(b)

Martin Luther King, Jr. taught his followers to disobey unjust laws and go to jail if necessary for their beliefs. TRUE or FALSE (T)	What method did Martin Luther King, Jr. choose to help Black Americans get certain rights? a) Fighting in the streets. b) Non-violent resistence. c) Ignoring the problems. (b)
Martin Luther King, Jr. wanted to become a minister. He attended a school named: a) Crozer Seminary b) University of Minnesota c) Bethune-Cookman College (a)	Martin Luther King, Jr. learned about segregation very early in his life. What happened to him and two of his friends as a boy? Answer: They were separated because of color.

Martin Luther King, Jr. was very young when he graduated from Crozer Seminary. He was just: a) 22 years old. b) 24 years old. c) 26 years old. (a)	Martin Luther King, Jr. and his wife Mrs. Coretta King traveled to _____ to accept the Nobel Peace Prize. a) Sweden b) Norway c) Germany (b)
Name the person involved as a passenger in a bus incident which resulted in a bus boycott. Answer: Mrs. Rosa Parks	Martin Luther King, Jr. and Coretta King had four children. TRUE or FALSE (T)

Martin Luther King, Jr. believed in non-violent resistance. What man's example did he follow? Answer: Gandhi of India Move two spaces.	Why was Martin Luther King, Jr. in Memphis, Tennessee on April 4, 1968? Answer: To help the sanitation workers of the city receive better wages.
Martin Luther King, Jr. learned many ideas from Henry Thoreau. Henry Thoreau believed in civil disobedience. This meant that he refused to obey laws which were unjust. Martin Luther King, Jr. believed in civil disobedience. TRUE or FALSE (T)	Martin Luther King, Jr. said the following words in his Washington speech: a) "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." b) "I say to you today, even though we face the difficulties of today and tomorrow, I still have a dream." c) Both a and b. (c)

Martin Luther King, Jr. entered college at age 15. TRUE or FALSE (T)	Martin Luther King, Jr. had a job when he was a boy, what did he do? Answer: Delivered newspapers
Why did Martin Luther King, Jr. especially enjoy reading about Harriet Tubman and Frederick Douglass? Answer: They showed him that Black Americans were able to do great things.	What is the Nobel Peace Prize? Answer: Prize or award given to any individual who stands up for peace and brotherhood. Move two spaces.

Team 1

MIA founded Martin Luther King elected as its President. Step 1	Conference Founded Step 4	Reverend King jailed for leading demonstrations. Step 7	Dr. King made his now famous "I Have A Dream" speech. Step 10	The Selma to Montgomery March took place. Step 13
Montgomery Bus Boycott Step 2	Demonstrations in Albany, Georgia took place. Step 5	Demonstrations in Birmingham, Alabama took place. Step 8	Dr. King was awarded the Nobel Prize for Peace and Brotherhood. Step 11	Dr. King went to Memphis, Tennessee to aid city workers Step 14
Supreme Court ruled Segregation Laws unconstitutional December, 1955. Step 3	Reverend King's first book "Stride Toward Freedom" published. Step 6	The "March on Washington" took place in 1963. Step 9	Dr. King was chosen to be "Man of the Year" - Time Magazine. Step 12	End of King's Journey for freedom Martin Luther King, Jr. was assassinated in Memphis, Tennessee on April 4, 1968. Step 15

Team 2

MIA founded Martin Luther King elected as its President. Step 1	Conference Founded Step 4	Reverend King jailed for leading demonstrations. Step 7	Dr. King made his now famous "I Have A Dream" speech. Step 10	The Selma to Montgomery March took place. Step 13
Montgomery Bus Boycott Step 2	Demonstrations in Albany, Georgia took place. Step 5	Demonstrations in Birmingham, Alabama took place. Step 8	Dr. King was awarded the Nobel Prize for Peace and Brotherhood. Step 11	Dr. King went to Memphis, Tennessee to aid city workers. Step 14
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Team 3

MIA founded Martin Luther King elected as its President. Step 1	Conference Founded Step 4	Reverend King jailed for leading demonstrations. Step 7	Dr. King made his now famous "I Have A Dream" speech. Step 10	The Selma to Montgomery March took place. Step 13
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Team 4

MIA founded Martin Luther King elected as its President. Step 1	Conference Founded Step 4	Reverend King jailed for leading demonstrations. Step 7	Dr. King made his now famous "I Have A Dream" speech. Step 10	The Selma to Montgomery March took place. Step 13
Montgomery Bus Boycott Step 2	Demonstrations in Albany, Georgia took place. Step 5	Demonstrations in Birmingham, Alabama took place. Step 8	Dr. King was awarded the Nobel Prize for Peace and Brotherhood. Step 11	Dr. King went to Memphis, Tennessee to aid city workers. Step 14
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Boycotts, protest marches, and sit-ins were used to protest what? Answer: Unjust laws (or segregation).	Martin Luther King, Jr. was born in: a) Atlanta, Georgia b) Selma, Alabama c) Jackson, Mississippi (a)
In 1964, Martin Luther King, Jr. traveled to Norway to receive a great honor. What took place there? Answer: He was awarded the Nobel Peace Prize.	Why was Martin Luther King, Jr. planning a second march to Washington, D.C. in 1968? Answer: He wanted laws passed that would give all poor people, regardless of color, jobs or income.

In what country did Martin Luther King, Jr. receive the Nobel Peace Prize? Answer: Norway	What song especially gave strength and courage to Black Americans during their struggle for equal rights? Answer: "We Shall Overcome"
By non-violent resistance Martin Luther King, Jr. meant: a) Black Americans wanted violence. b) Black Americans would resist all laws. c) Black Americans would disobey unjust laws - but not in a violent manner. (c)	Give the name of the person arrested for not giving up a seat on the bus. Answer: Mrs. Rosa Parks

The Montgomery Improvement Association was an organization which was started in order to make plans for and organize the boycott.

TRUE or FALSE

(T)

To help pay his way through college one year, Martin Luther King, Jr. worked in the tobacco fields of Connecticut.

TRUE or FALSE

(T)

Martin Luther King, Jr. had a dream. His dream was:

a) for riches
b) for freedom and brotherhood
c) for great fame

(b)

Martin Luther King, Jr. was born:

a) January 15, 1929
b) March 15, 1929
c) August 15, 1929

(a)

As a boy Martin Luther King, Jr.:

a) shoveled snow
b) delivered groceries
c) was a newspaper boy

(c)

There were many ways to protest the unjust laws. Name two.

protest marches
sit-ins
boycotts
wade-ins
freedom rides
pray-ins

Answer: Any two of the above answers.

How did Martin Luther King, Jr. happen to work in the tobacco fields?

Answer: Needed money for college.

Martin Luther King, Jr. met his wife who was then Coretta Scott, while attending Boston University.

TRUE or FALSE

(T)

To Martin Luther King, Jr. civil disobedience meant: a) becoming a minister. b) accepting segregation c) disobeying unjust laws. (c)	What was Martin Luther King's "Dream"? Answer: Any response which shows knowledge of King's beliefs.
Martin Luther King, Jr. decided to put together the ideas of Gandhi and Thoreau. These were the ideas of: a) Love those who may hate you. b) Rebel against unjust laws. c) Both a and b. (c)	The freedom march to Washington, D.C. took place in August, 1963. Answer both parts of the following question. 1. What man gave a speech there that is now famous? 2. What was the name of his speech? Answers: 1. Martin Luther King, Jr. 2. "I Have A Dream"

Martin Luther King graduated from:

a) Tuskegee Institute
b) Atlanta University
c) Morehouse College

(c)

Martin Luther King, Jr. was the son of:

a) a minister
b) a carpenter
c) a railroad worker

(a)

When very young Martin Luther King, Jr. read about Black heroes such as:

a) Harriet Tubman
b) Frederick Douglass
c) both a and b

(c)

Gandhi was an East Indian leader who won freedom for his people in India. Martin Luther King, Jr. believed the same method used by Gandhi would free Black Americans in this country.

TRUE or FALSE

(T)

On November 13, 1956, the Supreme Court of the United States ruled that segregation was constitutional. TRUE or FALSE (F)	Martin Luther King, Jr. became a minister at the age of: a) 22 b) 21 c) 18 (c)
When Martin Luther King, Jr. and his followers agreed upon a bus boycott, they meant that: a) they would not ride the cities' buses. b) they would all use taxi's. c) they would all ride the buses. (a)	Martin Luther King, Jr. was arrested and jailed many times for his beliefs. TRUE or FALSE (T)

Team 1 Free Move	**Team 2** Free Move
Team 3 Free Move	**Team 4** Free Move

Team 1 No Move	**Team 2** No Move
Team 3 No Move	**Team 4** No Move

Record Keeper

Place Question Cards correctly answered here. and ('free move' cards) **Team 1**	Place Question Cards correctly answered here. and ('free move' cards) **Team 2**
Place Question Cards correctly answered here. and ('free move' cards) **Team 3**	Place Question Cards correctly answered here. and ('free move' cards) **Team 4**

A STORY ABOUT MARTIN LUTHER KING, JR.

Childhood Years

Part I

Martin Luther King, Jr. sighed and closed the book he had been reading. "How I admire Frederick Douglass and Harriet Tubman," he thought. "They were such courageous people." Frederick Douglass and Harriet Tubman were both Black Americans who had fought for freedom for Blacks in this country. And, though he was only eight years old when he had those thoughts, Martin Luther King was already searching for a way to make a better world.

He was born January 15, 1929, in Atlanta, Georgia. He was the second child of Reverend and Mrs. Martin King, Sr. He learned very early about racial prejudice. When he was six years old two of his friends were told they could no longer play with him. "You can't play with Martin because he's colored," was what their mother had said.

Martin earned money by working as a paperboy after school. But he didn't let it interfere with his school work. He studied hard and was an excellent student. He learned so much so fast that he was able to skip grades 9 and 11. By the time he reached age 15, he was graduated from high school.

His College Years

Part II

In 1944 at the age of 15, Martin Luther King entered Moorhouse College in Atlanta, Georgia.

He was a very serious student and upon graduation in 1948 was awarded a scholarship which he used to further his education by attending the Crozer Seminary in North Carolina. There he had the chance to earn additional money for school by working during a summer picking tobacco in Connecticut; and he didn't pass it up.

During the years he spent at Moorhouse and Crozer he learned about two men who greatly influenced his way of thinking. Henry David Thoreau and Mahandas Gandhi were their names. Henry David Thoreau lived in the state of Massachusetts during the 1800's. He was a man who dared to disobey a law of his time which he felt was unjust. He had even gone to jail because of his disobedience to this law. The law which Thoreau disagreed with was the one which required citizens to pay a tax before they could vote. This tax was called a poll tax. For six long years Thoreau refused to pay a poll tax, but still insisted upon his right to vote. In a paper he wrote entitled "Civil Disobedience," Henry Thoreau stated that it was the duty of a person to disobey unjust laws.

Mahatma (a Hindu title denoting respect) Gandhi was a East Indian leader who rose to world fame because he was able to help his people of India win their freedom from the British who were occupying their land. By the use of non-violent methods Gandhi taught his followers to break laws which were unjust, and which discriminated against Indian people. He taught them that they must expect to go to jail because of what they were doing, but that they should go willingly, and not try to resist arrest. Martin Luther King, Jr. marveled at the ideas of these two men.

And so an idea of how to win freedom for his people began to form in his mind.

He finished Crozer Seminary with honors. As the head of the class he gave the graduation speech and was again awarded a scholarship. He was just 22 years old.

He decided to attend school at the Boston University, in Boston, Massachusetts. It was from this University that he received the highest degree in education - a doctorate.

It was also while he was in Boston that Martin Luther King met Coretta Scott, the woman he would marry.

We Shall Overcome

Part III

After completing school Dr. Martin Luther King returned to the South where he became Pastor of the Dexter Avenue Church in Montgomery, Alabama. He had first been ordained as a minister when he was 18 years old and now he was returning home.

From the pulpit on Sunday mornings his messages were filled with words of hope and encouragement. "Love your enemies, bless them that curse you, and pray for them that despitefully use you...."

Martin Luther King had used the methods of "Civil Disobedience," "non-violent" resistence and the power of Christian love to bring about the changes that were taking place across the Southern states. It was a very difficult time for Rev. King and Black citizens who listened to his words and believed in them.

As the newly elected leader of an organization called the Montgomery Improvement Association (MIA), Reverend King and his members decided to boycott the city of Montgomery's buses after an incident occurred involving a leading citizen in the Black community.

One Thursday afternoon Mrs. Rosa Parks boarded the bus after work to go home. The city buses were segregated and in the buses were signs saying "Colored seat from rear of the bus," which meant that Black

citizens had to sit in the back of the buses. Sometimes if the bus became very crowded, white passengers demanded seats and then the Black passengers would have to stand and allow white passengers to take their seats. So, on that Thursday afternoon when the bus driver ordered the Black passengers to give up their seats they all moved to comply except one. That person was Mrs. Rosa Parks. She was then arrested and taken to jail.

During the bus boycott the Black citizens refused to ride the buses until the unjust laws were changed. Altogether this took 381 days. In the meantime, they got rides with friends, used their bicycles, or just plain walked.

Finally, on November 13, 1956 the Supreme Court of the United States declared that the Segregation laws in the state of Alabama were unconstitutional. Reverend King and his followers were victorious!

Reverend King led his followers on to many more victories before his death in Memphis, Tennessee. As the "sit-ins" at the lunchcounters that refused service to Blacks and the picketing of department stores that didn't hire Blacks, and other boycotts took place a song could be heard being sung.

> "We Shall Overcome, We Shall Overcome, We Shall Overcome Someday, Deep in my heart, I do believe, We Shall Overcome Someday."

"I Still Have A Dream"

Part IV

"I say to you today, even though we face the difficulties of today and tomorrow, I still have a dream. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." Reverend Martin Luther King was the speaker. The place was Washington, D.C., the Capitol of the Nation. The date was August 28, 1963. Americans of all races and religions had gathered together by the Lincoln Memorial. They had come from all across the country to be present on that day.

Still more tributes were to come to Dr. King. In December of 1964, Dr. Martin Luther King, Jr. and his wife Mrs. Coretta King, flew to Norway where Dr. King was presented with the Nobel Peace Prize. It was indeed a great honor.

Upon his return to the United States Dr. King continued in the struggle for civil rights and freedom for Black Americans.

A shot from a rifle ended his life on April 4, 1968. He was in Memphis, Tennessee where he had travelled to help the Sanitation workers of that city receive better wages.

Across the land Americans of all colors and from all walks of life mourned his passing, for they knew that he had truly been a great man.

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